

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • I-2

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Land and Water* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 70 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What is this passage about? (land forms)

What is a mountain? (land that rises high)

What shape are valleys? (either wide or narrow)

If time permits, repeat the steps above using part 2 of the passage, *Land and Water*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Stack the game cards face down on the table. Have the child draw a card, read the word, and then say a word that means its opposite (antonym). For example, if the child draws the word *big*, he/she might say *small*, *tiny*, *short*, or a similar word. If the child is correct, he/she can move the marker one rung up the ladder. If the child cannot name an antonym, he/she cannot move up the ladder. Have the child put the card on the bottom of the stack and it is your turn. Repeat the game as time permits.

Part 1

Imagine that you are flying around the world. 8

Look down. 10

You see water—a lot of water. 17

You also see land. 21

The land rises high and goes low. 28

It comes in many shapes. 33

When land rises high, it is called a mountain. 42

A hill is when the land rises just a little. 52

When land is low, it is called a valley. 61

Valleys can be small and narrow. 67

They can also be big and wide. 74

When the land is flat, it is called a plain. 84

Plains make good farmland. 88



Part 2

When it rains or when snow melts, 7
water flows downhill in streams. 12

Streams join each other to make small rivers. 20

Small rivers join each other to make big rivers. 29

Streams and rivers flow into ponds, lakes, 36
and oceans. 38

Ponds and lakes are water with land all 46
around them. 48

Ponds are small, while lakes are bigger. 55

Oceans cover most of Earth. 60

Oceans are so big that you cannot see across them. 70

They are filled with salt water. 76

The land under the ocean is called the ocean floor. 86

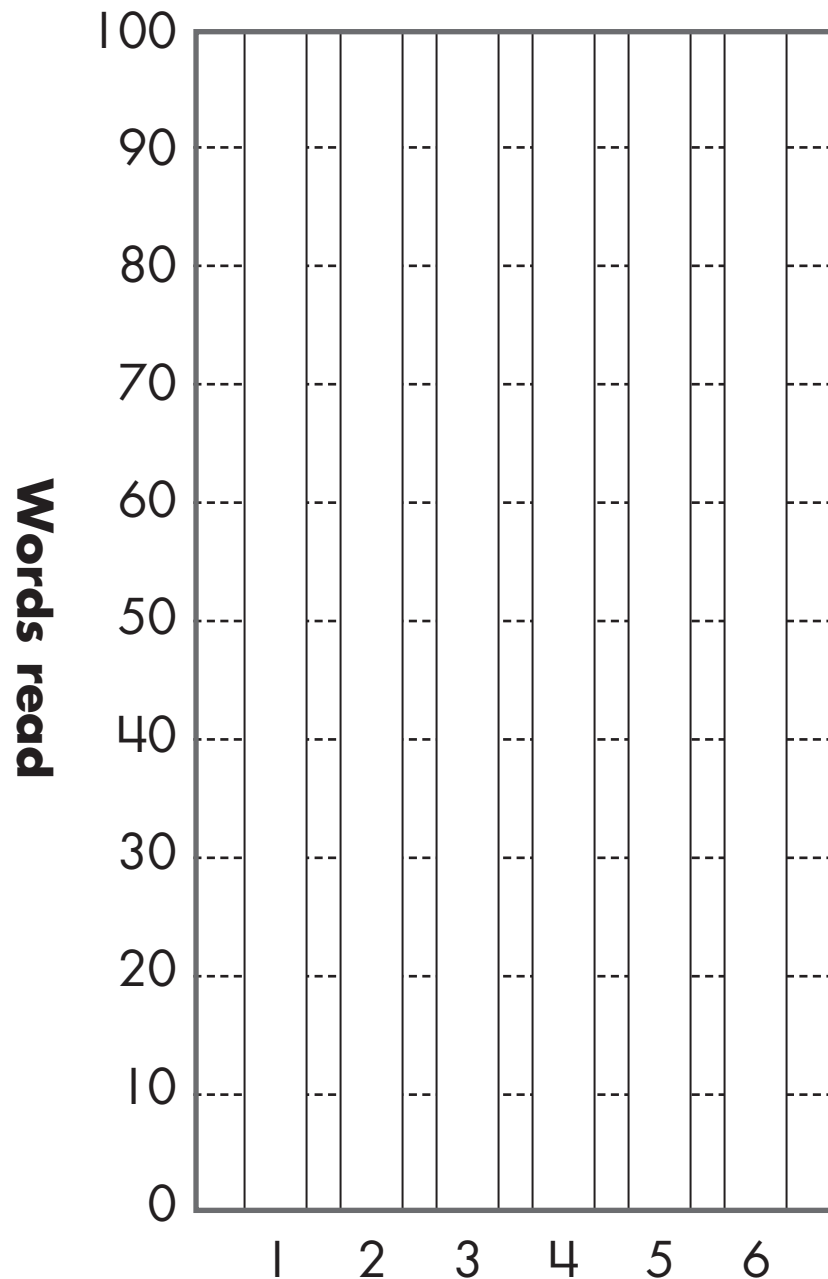


Fluency

Repeated Reading Bar Graph

Lesson I-2

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6

tall

high

flat

wide

low

big

small

downhill

steep

narrow

dark

full

heavy

thick

many

good

